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ABSTRACT

A family literacy program was developed for families containing young children and learning-challenged adults whose limited reading skills made it impossible for them to read aloud to their children. The program's primary objective was to upgrade the parents' reading skills and knowledge of children's literature. The program was staffed by a literacy coordinator, reading instructor, and paraprofessional and was targeted toward parents currently enrolled at the Dr. Gertrude A. Barber Center in Erie, Pennsylvania. The program was designed for a class of no more than 15 parents. Each of the 20 class meetings held between December 1993 and April 1994 was organized around a specific theme and included oral reading sessions and theme-related activities. According to the project staff, parent participants not only became aware of the benefits of reading to their children but also achieved significant gains in sight vocabulary, oral reading skills, reading comprehension, and self-esteem. (Included are 20 sample lesson plans for classes on the following themes: computers, multicultural awareness, dogs, Christmas, Dr. Seuss, family, Dr. Martin Luther King/peace, Sesame Street, hygiene/safety, Valentine's Day, cats, colors, seasons, love, nature, the environment, self-esteem, nutrition/cooking, manners, and reading in front of a video camera.) (MN)

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ED 376 333

Continuing the Exploration of Books: A Family Literacy Program for Challenged Adults

A Final Report containing:

- Project Abstract
- Introduction
- Objectives
- Instructional Strategies
- Materials/Resources

#98-4022 F.Y. 1993-94
$3,082.00 Federal Funding

Dr. Gertrude A. Barber Center
136 East Avenue
Erie, PA 16507

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Dr. Gertrude A. Barber, President/Chief Executive Officer

Dr. Maureen Barber-Carey, Deputy Administrator

Mr. Robert Will, Deputy Administrator

Mrs. Joy Zamierowski, Literacy/A.B.E. Coordinator

Miss Cynthia Howard, Reading Instructor

Mrs. Rebekah Danielson, Assistant Instructor

Mrs. Julie Karsznia, Casework Coordinator (Former Adult Education Coordinator)

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All of the parents who participated in this program

A Family Literacy Program

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Abstract

Continuing the Exploration of Books: A Family Literacy Program for Challenged Adults

An Act 353 Special Demonstration Grant F.Y. 1993-94
Federal Funding: $3,082 #98-4022

This project operated a Family Literacy Program for parents with mild learning challenges including mental retardation. The parents who were targeted for this class included individuals currently enrolled in the Dr. Gertrude A. Barber Center Adult Literacy Program, parents of children enrolled in the Learning Center of the Barber Center, and any interested persons from the community. The program was designated specifically for parents of children, aged 10 and under, whose limited reading skills made it impossible for them to read aloud to their children. The main objective of this program was to upgrade the reading skills of the parent, and at the same time, upgrade the parent's knowledge of children's literature. The children would also indirectly benefit. The project was developed and staffed by the agency literacy coordinator, one reading instructor, and one paraprofessional.

This program was designed for a class of no more than 15 parents. A total of 20 class meetings were held from December 1993 to April 1994. Each class session was devoted to a specific theme. Parent students read books and completed activities pertaining to that theme.

The development of a project journal that includes sample lesson plans is the final phase of this project. This journal should be used for literacy providers who are looking for innovative ways to bring parents, children, and books together.

Introduction

This project was originally established to address the problem of illiteracy among parents associated with our agency. Staff members throughout the Center felt that too many parents possessed such limited reading skills that their children's learning process was suffering as a result. This is the main reason that a Family Literacy Program was begun during the 1992-1993 school year.

The first year of this program had a very positive impact on the participants. The involved staff members witnessed a tremendous amount of growth and development among participating parents and their children during this first year. We believed that the continuation of a program which had so many positive outcomes was imperative. Funding for a 1993-1994 program was proposed, and once again, approved.

Twenty class periods were set forth for instruction. The program began in December 1993 and concluded in April 1994. An additional four sessions were used to develop the specifics of the program, purchase the materials, and document lesson plans and observations. The project was staffed by the literacy coordinator, employed two hours weekly; the instructor, employed three hours weekly; and the paraprofessional, employed three hours weekly.

The following is a complete Family Literacy Journal which includes:

A. Project Objectives

B. Sample Lesson Plans

C. Professional Resources

Family Literacy Journal

A. PROJECT OBJECTIVES

During the 1992-1993 school year a Family Literacy Program at the Dr. Gertrude A. Barber Center was established in order to meet the literacy needs of parents associated with our agency. We believed that this program had a positive impact on all who attended. For this reason, we reapplied for funding during the 1993-1994 school year, and our proposal was accepted.

The following objectives were set forth for the 1993-1994 program year:

a. To make both parents and children fully aware of the positive impact reading has on an individual's overall development.

   Each class session began with a discussion of the positive experiences the parents had reading to their children during the previous week. Throughout the duration of the program, the parents were able to add more and more to these discussions. We believe that they viewed their illiteracy as a constant source of shame. Their regular attendance in the program was a testimony to how important they believed reading to be. The children were able to benefit from the books that their parents brought home to them. Although they may not have realized the importance of the program, they enjoyed receiving all of the beautiful books.

b. To increase the sight word vocabulary of parent participants by developing individual word banks for each student. At the end of the program year, each student will know some new words.

   Of the students who had attended fairly regularly, all of them had learned new words by the year's end. These words came directly from the children's literature. The fewest amount of words learned was 12, and the greatest amount of words learned was 49.

c. To upgrade the individual's oral reading skills, concentrating particularly on fluency, pronunciation, and expression.

   Those students that attended the Family Literacy Program had a lot of practice reading aloud. Each class period the students would orally read their selected children's books. Additionally, the students practiced reading on audio and video tapes. The instructor believed that all students made progress in this area. She reported that an increase in the self-confidence levels of the participants had a positive impact on their oral reading.

d. To upgrade the individual's comprehension level of printed materal. The Woodcock Test of Reading Mastery can measure grade level gains in this area.

   Of those students who were tested, no increase in this area was noted. We believe that this can be attributed to the fact that there were only a total of 20 classes, and none of the students attended all 20 of these sessions.

e. To upgrade the self-esteem level of participants through the attainment of small, personal goals.

   Again this year, we saw this objective as the most important. The following are examples of the ways in which program participants grew throughout the year.

   One of the mothers involved in the program asked us to arrange for her to read a story in her daughter's class. She not only read a Sesame Street story, but she had the children so involved in accompanying activities that the teachers were able to relax and observe for a pleasant change of pace.

Another of the participating mothers became much more comfortable in dealing with her second grade daughter's teacher. Whereas previously she had confrontations with her child's teacher, she learned to deal with the teacher in a calmer, more effective manner, thereby helping her daughter. We believe that this woman's improved self-confidence was the main reason she was able to improve her relationship with the school.

Finally, one gentleman who was reluctant to stick with the program at the onset because he felt so very uncomfortable, ended up being one of our most dedicated students. Initially, he had been extremely quiet and very private about his personal life. As the program progressed, this man came to be so much more sure of himself. He told us all about his family including the fact that his wife was also illiterate. When he left us in the spring, he was feeling good about himself. It was obvious in the way he walked and in the way he spoke. He was truly one of our success stories.

f. To upgrade the self-esteem of the participants children through positive experiences with their parents. The instructor will measure this objective by class discussion among parents, and observation of the children receiving babysitting services.

The program instructor spent a great deal of time emphasizing how important it is to be positive with one's children. Many of our themes and activities were geared to making children feel good about themselves. From the children we were able to observe because of their regular attendance, it appeared as if they did feel good about themselves. It was not easy to measure progress because in this area all of the children seemed happy and well adjusted at the beginning and at the end of the program.

g. To encourage a strong, meaningful relationship between parents and children.

The entire idea behind this program was to bring parents, children, and books together, thereby improving the relationship among family members. We believe that we were successful. The parents told us on numerous occasions how much their children enjoyed the books and how much they enjoyed reading to their children.

h. To upgrade the individual's knowledge of the literacy themes found in children's literature and to help parents apply these themes to life.

Sometimes it seemed as if the parents enjoyed the stories as much as the children did. They were constantly surprised to find that many of the stories did relate to real life situations. The program instructor always tried to point out this relationship so that the parent participants would be able to understand the very important role books should play in one's life.

i. To upgrade the knowledge of the benefits associated with utilization of the library.

Although the students did not take a field trip to the library this year, they did take one during last year's program. The participants were encouraged again and again to take their children to the library. Additionally, the instructor would often share books with the parents that she had obtained from the library.

j. To upgrade vocabulary, communication, reading, and readiness skills, and overall well-being of children through additional exposure to books.

k. To upgrade overall parenting skills as a result of class discussion and trial and error.

l. To help both parents and children discover the joys of reading.

The above objectives cannot be measured in an adequate manner. We believe that the Dr. Gertrude A. Barber Center Family Literacy Program will provide most of those parents who participated with the needed knowledge to continue to bring books into the lives of their children. We know that their children will benefit from continued exposure to books, and we hope that our program has laid the foundation for this.

B. SAMPLE LESSON PLANS

Cynthia Howard, Family Literacy instructor for the second consecutive year, chose high quality children's literature to accompany the theme of each lesson. Her selections were made based on the participants reading level as well as his/her interests. Additionally, parents received supplemental instruction via a MacIntosh computer.

Week 1 Introduction to Computer

Objectives:

Parents will get acquainted with each other and share information about their children.
Parents will informally discuss their expectations of a Family Literacy Program.
Parents will be introduced to the computer.

Procedures:

The students and the teacher will become better acquainted through discussion.
The students and their interests will be introduced to the class by another student.
The students will be introduced to basic components of the computer.
The students will have the opportunity to work on the computer.

Activity:

Students drew a picture of themselves and of their individual interests. They then discussed this picture with a partner and the partner in turn introduced them to the group.

Teacher Observation:

The parents seemed enthusiastic about the class activities.

Week 2 Multicultural

Suggested Books:

How Pizza Came to Queens - Dayal Kaur Khalsa
Blue Bug Goes to Paris - Virginia Poulet
Blue Bug Goes to Mexico - Virginia Poulet
Africa Dream - Eloise Greenfield

Objectives:

Students will become familiar with children's literature pertaining to various cultures.
Students will orally summarize selected books in order to upgrade comprehension.

Procedures:

The teacher will introduce the theme.
The students will select a book.
The students will practice reading books in small groups.
The students will orally summarize their individual books to the class.
The students will draw a flag of one of the countries from a picture in an encyclopedia.

Activity:

The students made flags representing different countries of the world.

Teacher Observation:

The class enjoyed discussing the different customs which their grandparents and great-grandparents had followed.

Week 3 Dogs

Suggested Books:

I'll Always Love You - Hans Wilhelm
Dylan's Day Out - Peter Catalanotto
Whistle for Willie - Ezra Jack Keats
Lizzie and Her Puppy - David Martin
I Really Want a Dog - Susan Breslow and Sally Blakemore
The First Dog - Jan Brett
Clifford's Riddles - Norman Bridwell

Objectives:

Students will become familiar with children's literature pertaining to dogs.
Students will upgrade comprehension of specific stories by drawing a picture of a main idea.

Procedures:

The teacher will introduce the theme.
The students will select a book.
The students will practice reading books aloud.
The students will draw a picture of the main idea.
The students will complete a fold and cut puppy.

Activity:

Fold and cut puppy.

Teacher Observation:

The students enjoyed the different antics of the featured dogs and were anxious to share their selected story and activity with their children.

Week 4 Christmas

Suggested Books:

Silent Night - Susan Jeffers
'Twas the Night Before Christmas - Clement Moore
Winter Wonderland - Dirk Smith
Let's Peek in Santa's Sack (Peek a Board Book) - Dora Leder
Happy Christmas Gemma - Sarah Hayes
Christmas Secrets - Ann Schweninger
Merry Christmas Mom and Dad - Mercer Mayer

Objectives:

Students will become better acquainted with books pertaining to the Christmas holiday.
Students will upgrade their sight vocabulary of Christmas words through flashcards and practice on the computer.

Procedures:

The instructor will introduce the theme.
The students will select a book.
Students will practice reading books in small groups.
The students will type their new vocabulary words on the computer.
The students will make macaroni wreaths.

Activity:

Macaroni wreaths made with macaroni, glue, cardboard, and spray paint.

Teacher Observation:

The students were in the holiday mood. They enjoyed making wreaths and adding their own creations.

Week 5 Dr. Seuss

(Back by popular demand)

Suggested Books:

I Am Not Getting Up Today!
Fox in Socks
Cat in the Hat
Left Foot, Right Foot
There's a Wocket in My Pocket
Great Day for Up

Objectives:

Students will upgrade their knowledge of Dr. Seuss books.
Students will practice decoding the vocabulary found in the various works of Dr. Seuss through phonics.

Procedures:

Introduce the theme.
The student will select a book.
The student will practice decoding unknown words, concentrating particularly on consonants and short vowel sounds.
The students will orally read books aloud in groups.
The students will prepare green eggs and ham by following a recipe.

Activity:

The students prepared green eggs and ham by following a recipe.

Teacher Observation:

The parents enjoyed reading the Dr. Seuss stories and had a great time cooking.

Week 6 Family

Suggested Books:

When I Am Old With You - Angela Johnson
The Relatives Came - Cynthia Rylant
Father Bear Comes Home - Else Holmelund
Brothers - Debbie Bailey
Sisters - Debbie Bailey
Just Me and My Dad - Mercer Mayer
Just Me and My Mom - Mercer Mayer
Just Me and My Cousin - Mercer Mayer

Objectives:

Students will become familiar with various works pertaining to the family unit.
Parents will read their book on an audio tape to take home to their children. This will help to upgrade their oral reading expression.

Procedures:

The instructor will introduce the students to the theme.
The students will select a book.
The students will practice reading a book aloud in a small group.
The students will read a book on an audio cassette tape.
The students will draw a family portrait and will be encouraged to have the children do the same at home.

Activity:

Parents and children drew a family portrait.

Teacher Observation:

All of the parents in attendance seemed to be very concerned with developing a positive relationship between themselves and their children.

Week 7 Dr. Martin Luther King/Peace

Suggested Books:

Peace is a Circle of Love - Joan Walsh Anglun
The Paper Crane - Molly Bong
If You Lived at the Time of Martin Luther King - Ellen Levine

Objectives:

Students will increase their knowledge of books pertaining to the Dr. Martin Luther King holiday and to the subject of peace.
Students will practice arranging vocabulary from specific children's literature in ABC order in order to become more familiar with alphabetizing and the ways in which it can be used.

Procedure:

The instructor will introduce the theme.
The students will select a book.
The students will practice reading books in small groups.
The students will arrange words into alphabetical order by typing them into the computer.
The students will make doves for peace and also trace the word "Peace" using macaroni.

Activity:

Through the process of Origami, peace doves will be made. Also, the word "Peace" will be traced using macaroni.

Teacher Observation:

The parents shared their concerns about bringing their children up in a world filled with so much violence.

Week 8 Sesame Street

Suggested Books:

Alice's First Words - Anna H. Dickson
Grover Sleeps Over - Elizabeth Winthrop
Ernie's Big Mess - Sarah Roberts
Oscar's Book - Jeffrey Moss
Don't Cry Big Bird - Sarah Roberts
The Amazing Mumford Forgets the Magic Words - Patricia Thackray

Objectives:

Students will become acquainted with books centering on Sesame Street.
Students will upgrade their knowledge of characterization through indepth discussion of specific details pertaining to these well known characters.

Procedures:

The instructor will introduce the theme.
The students will select a book.
The class will discuss characters in great details.
The students will practice reading a book aloud.
Students will make puppets out of socks.

Activity:

The students made puppets out of socks. Additional materials such as buttons, thread, and felt gave each puppet his individual personality.

Teacher Observation:

The parents said that their children loved the Sesame Street characters. They were anxious to share their books with their chidlren.

Week 9 Hygiene Safety

Suggested Books:

Dinosaurs Beware - Marc Brown and Stephen Krensky
Going to the Hospital - Fred Rogers
My Doctor - Harlow Rockwell
Nurse - Judith Bauer
My Five Senses - Aliki
Germs Make Me Sick - Melvin Berger
Spectacles - Ellen Raskin
Who's Sick Today? - Lynn Cherry

Objectives:

Students will become familiar with books pertaining to the themes of hygiene and safety.
Students will improve their comprehension skills by making a time line of events which occurred in their selected stories.

Procedures:

The teacher will introduce the theme.
The students will select a book.
The students will practice reading the books in pairs.
The students will complete a time line recalling details of the story.
Discussion and role playing will take place.

Activity:

Students were given ideas about role playing patient/doctor relationships to alleviate fears of medical visits.

Teacher Observation:

The parents felt a bit shy role playing in class but assured the instructor that they would do it at home with their children.

Week 10 Valentine's Day

Suggested Books

Hugs - Alice McLerran
Kisses - Alice McLerran
A Valentine for Ms. Vanilla - Harriet Ziefert
Be My Valentine - M.S. Carr
It's Valentine's Day - Jack Prelutsky
Dinosaur Valentine - Liza Donnelly

Objectives:

Students will become familiar with books pertaining to Valentine's Day.
Students will become familiar with the concept of a family agenda in order to be more aware of upcoming dates.

Procedures:

The class theme will be introduced.
Books will be selected by students.
Students will practice reading individual books.
The family agenda concept will be introduced.
Students and children will increase their ability to express themselves by creating heart collages.

Activity

Students and children created heart collages by cutting out pictures from a magazine that they felt described them in some way. They then placed these pictures on a piece of construction paper which was in the shape of a heart.

Teacher Observation:

The parents had a great time making the heart collages.

Week 11 Cats

Suggested Books

Cookie's Week - Cindy Ward/Tomie dePaola
Amazing Cats - Alexandra Parsons
Kitten for a Day - Ezra Jack Keats
Hi Cat - Ezra Jack Keats

Three Little Kittens - Paul Galdone
How the Manx Cat Lost Its Tail - Janet Stephens
Here Comes the Cat - Frank Asch
Pet Show - Ezra Jack Keats

Objectives:

Students will become more familiar with books pertaining to cats.
Students will become familiar with the concept of webbing using setting and the characteristics and details of the setting.

Procedures:

The teacher will introduce the class theme.
Students will select a book.
Students will practice reading books.
The teacher will introduce the webbing activity and complete as a group.
The students will make cats.

Activity:

Students made cats out of a can which was covered with paper. They then used pipe cleaners for the whiskers, construction paper for the ears, and drew a face with felt markers.

Teacher Observation:

The students enjoyed the cat stories but found the webbing activity to be kind of difficult.

Week 12 Colors

Suggested Books

Colors - Shirley Hughes
Purple, Green, and Yellow - Robert Munsch
The Colors - Monique Felix
Who Said Red? - Mary Serfozo
Busy Bear's Refrigerator

Objectives:

Students will increase their knowledge of books pertaining to colors.
Students will become familiar with choral reading (reading together as a group).

Procedures:

The class theme will be introduced.
Students will select individual books.
The students will practice reading books.
Students will be introduced to choral reading.
Students will take turns working on the computer.
The students will follow a recipe for finger paints, and the children will create pictures using the primary and secondary colors.

Activity:

Students followed recipe for finger paints. The children created pictures using the basic primary colors.
Recipe:
Mix Together:
1 cup flour
4 Tbsp. salt
1 cup cold water
and a little food coloring
This mixture makes a nice paste

Teacher Observation:

The parents are really enjoying time spent on the computer.

Week 13 Seasons

Suggested Books

Mr. Snow - Rogert Hangreaves
Winter - Fiona Pragoff
Wake Me Up in Spring - James Preller
Ernest and Celestine - Gabrielle Vincent
Caps, Hats, Socks, and Mittens
The Sesame Street Little Theater Proudly Presents the Four Seasons - Tony Geiss

Objectives:

Students will become familiar with books pertaining to the various seasons.
Students will upgrade comprehension skills by relating the five W's to literature read in class.
Students will become aware of and observe types of weather.

Procedures:

The teacher will introduce the class theme.
Individual books will be selected.
The students will practice reading selected books aloud.
The teacher will introduce the five W's (who, what, where, when, and why) and help students apply these to literature selections.
Students will make a mini-meteorologist weather wheel.

Activity:

Craft: Mini-meteorologist weather wheel. Using a paper plate students directed the arrow to the type of weather for the day.

Teacher Observation:

The students found this class theme to be a fitting one. They had all become terribly tired of winter and were waiting for spring to arrive.

Week 14 Love

Suggested Books

Clifford, We Love You - Norman Bridwell
Fox in Love - Edward Marshall
Bear Hugs - Kathleen Hague
Just Imagine with Barney - Mary Shrode
Love You Forever - Robert Munsch
Mother, Mother I Want Another - Maria Polushkin
A Chair For My Mother - Vera Williams

Objectives:

Students will become acquainted with books pertaining to love.
Students will upgrade their word decoding skills through a better understanding of the syllables in a word, including compound words.

Procedures:

The class theme will be introduced.
Students will choose individual books.
Students will practice reading books.
Students will use the vocabulary found in their selected reading books to study syllabilization and compound words.
Students will complete a writing activity.

Activity:

Students took the names of their children and created a poem describing them, i.e., Terrific, Outstanding, Memorable.

Teacher Observation:

The parents enjoyed the accompanying activity. They had fun coming up with words describing their children.

Week 15 Nature

Suggested Books:

Over in the Meadow - Olive A. Wadsworth
Who is Tapping at My Window - A.G. Deming
Forest - Ron Hirschi
A Rainbow of My Own - Don Freeman
Look Closer - Brian and Rebecca Wildsmith
Annie and the Wild Animals - Jan Brett
Sleepy Bear - Lydia Dabcovich
When I Was Young in the Mountains - Cynthia Rylan

Objectives:

Students will become familiar with books pertaining to nature.
Students will predict the outcome of selected books by reading the title only.

Procedures:

The class theme will be introduced.
Selected books will be chosen.
Outcomes of books will be predicted based on titles.
Students will practice reading their books.
Students will take turns working on the computer.
Character windsocks will be made.

Activity:

Craft - Character windsocks
Using construction paper, students created a decorated cylinder shaped windsock using streamers, markers, and glue.

Teacher Observation:

The students discussed some special activities that they could do with their children so that the children would learn more about nature.

Week 16 Taking Care of the Earth

Suggested Books:

Michael Bird Boy - Tomie dePaola
A Tree is Nice - Janice May Udry
Grover's 10 Terrific Ways to Help Our Wonderful World - Anna Ross
The Giving Tree - Shel Silverstein
Gaston's Ghastly Green Thumb - Robert Littell

Objectives:

Students will become acquainted with books pertaining to the preservation of our earth.
Students will upgrade their comprehension using the skill of comparing and contrasting.

Procedures:

A guest reader (winner of the Golden Apple Teacher Award in the Erie area) will introduce our theme by reading Gaston's Ghastly Green Thumb.
Parents and children will complete a planting activity using marigolds and self-decorated styrofoam cups.
Students will select a book.
Students will practice reading books.
Students will compare and contrast the steps that should be taken to conserve our earth versus the reality of the situation.

Activity:

Planting marigolds.

Teacher Observation:

Both parents and children had fun listening to the guest reader, as well as the planting activity.

Week 17 Self-Esteem

Suggested Books:

I Like Me! - Nancy Carlson
How Do I Put It On? - Shigeo Watanabe
Oh, Lewis! - Eve Rice
Piggy Book - Anthony Browne
Do You Like Kyla - Angela Johnson

Objectives:

Students will become more familiar with books pertaining to self-esteem.
Students will continue to upgrade their reading comprehension through the skill of cause and effect.

Procedures:

The instructor will introduce the theme.
Books will be selected.
Books will be read aloud.
Students will practice the cause and effect skill by role playing various situations which may cause the students to feel negatively about themselves.
A paper plate activity will be completed.

Activity:

Students exchanged positive remarks with one another by writing them on paper plates which were situated on each person's back.
Children participated in an Easter egg hunt.

Week 18 Nutrition/Cooking

Suggested Books:

Measurements of Cooking
Chicken Soup with Rice - Maurice Serdak
Teddy Bears' Picnic Cookbook - Abigail Darling and Alexandra Day
Hot Things - Angela Wilkes and Stephen Cartwright
Winnie the Pooh's Teatime Cookbook - Ernest Shepard
Party Things - Angela Wilkes
Sweet Things - Stephen Cartwright
No Peas for Nellie - Chris Demarest
Eat Your Peas, Louise! - Pegeen Snow

Objectives:

Students will become aware of numerous books related to cooking.
Students will become familiar with both cooking utensils and the corresponding words.
Students will better understand specific measurements of cooking.

Procedures:

The instructor will introduce the theme.
The students will select a book.
The students will practice reading.
The students will learn the names of various utensils and will be introduced to measurements.
The students will follow a recipe for homemade playdough.

Activities:

Identify Cooking Objects:
Measuring Cup
Frying Pan
Measuring Spoons
Rolling Pin
Students followed the recipe for homemade playdough and took the playdough home to their children.
Recipe for playdough:
Mix together:
2 parts flour (add more if too sticky)
1 part water
1 part salt
Store in ziplock bag. Add food coloring to water if desired.

Teacher Observation:

The parents found this class to be enjoyable, yet functional. They learned a lot.

Week 19 Manners

Suggested Books:

Perfect Pigs - Marc Brown and Stephen Krensky
The Berenstain Bears and the Bad Habit - Stan and Jan Berenstain
The Berenstain Bears and the Truth - Stan and Jan Berenstain

Objectives:

Students will increase their knowledge of books pertaining to good manners.
Students will upgrade their writing skills by developing five important manners that their children should follow.

Procedures:

The class theme will be introduced.
Students will select individual books.
Students will practice reading books.
Students will complete a writing activity developing five important manners.
Students will experiment with an activity on positive reinforcement for one week.

Activity:

Students were encouraged to give positive reinforcement to their children's good behaviors for one week, and then return to class ready to discuss.

Teacher Observation:

Most of the parents had difficulty with the writing assignment due to their limited writing skills.

Week 20 "Smile, You're on Candid Camera"

Objective:

Students will become more confident as they demonstrate their oral reading ability for the video camera.

Procedure:

The students will select a favorite book from any one of the previous classes.
The students will practice reading their books in pairs.
The instructor will videotape parents reading to their children.
The class will view selected videos when permission is granted.

Activity:

The students were instructed to draw a smile face on a calendar each day that the parent reads to the child.

Teacher Observation:

The students were very pleased to receive a video cassette of themselves reading to their child.

C. PROFESSIONAL RESOURCES

The Ashtabula County A.B.E. Program and the Ohio Department of Education

The Erie County Library System

First Teachers - A Family Literacy Handbook for Parents, Policymakers, and Literacy Providers - The Barber Bush Foundation for Family Literacy

The Read Aloud Handbook - Jim Trelease